

## OVERALL ACADEMY OBJECTIVES

Lesson Plan  
Instructor Guide



COURSE TITLE: OVERALL ACADEMY OBJECTIVES

BLOCK: 1.2

DPS ACCREDITATION #:

COURSE LEVEL: 100

INSTRUCTIONAL OBJECTIVES:

A. OVERALL ACADEMY OBJECTIVES

NEW MEXICO LAW ENFORCEMENT ACADEMY – BASIC  
POLICE OFFICER TRAINING CLASS

B. THE POLICE OFFICER'S ROLE IN A DEMOCRATIC  
SOCIETY (C)

1. DEMONSTRATE AN UNDERSTANDING OF THE  
POLICE OFFICER'S ROLE IN A DEMOCRATIC  
SOCIETY AND WITHIN THE SCOPE OF LOCAL  
RULES AND REGULATIONS INCLUDING  
CONCERNS FOR THE ETHICAL AND RIGHTFUL  
USE OF AUTHORITY AND POLICE POWERS,  
DISCRETION AND PROBLEM SOLVING  
TECHNIQUES, AND AN APPRECIATION FOR THE  
HUMAN VALUES AND INTERACTIONS THAT  
BRING THE POLICE AND THE COMMUNITY  
TOGETHER IN MATTERS OF CRIME  
PREVENTION, LAW ENFORCEMENT AND  
MAINTENANCE OF ORDER

C. DISCIPLINE (V)

1. DEMONSTRATE AN UNDERSTANDING OF  
PROFESSIONAL DISCIPLINE, PERSONAL SELF-  
DISCIPLINE, AN AWARENESS OF SELF, AND AN  
APPLICATION OF THESE CONCEPTS IN  
RELATION TO ASSERTIVENESS, CONFIDENCE  
OF ACTION, AND USE OF AUTHORITY.

D. PHYSICAL AND MENTAL FITNESS (P)

1. DEMONSTRATE A PERSONAL AND PROFESSIONAL REGIME OF SELF-ASSESSMENT, PHYSICAL FITNESS AND EMOTIONAL BALANCE TO ASSIST IN ADJUSTING TO THE MANY PRESSURES CONFRONTED BY POLICE OFFICERS IN THE PERFORMANCE OF THEIR DUTIES.

E. COMMUNICATION SKILLS (C)

1. DEMONSTRATE AN UNDERSTANDING OF AND A CAPABILITY FOR USING INTERPERSONAL TECHNIQUES, COMMUNICATIONS AND LISTENING SKILLS, AND OTHER TECHNIQUES FOR PROVIDING DIRECTION AND CONSTRUCTIVE FEEDBACK.

E. LEGAL PROCESS (C)

1. DEMONSTRATE AN UNDERSTANDING AND APPRECIATION OF THE LEGAL PROCESS INCLUDING CRIMINAL, CIVIL AND TRAFFIC CODE ENFORCEMENT, AND A CAPACITY TO ANALYZE CITIZEN PROBLEMS, APPLY THE APPROPRIATE LEGAL AND ADMINISTRATIVE REMEDIES, WHILE MAINTAINING THE LEGAL RIGHTS AND DIGNITY OF THE CITIZEN.

F. BEHAVIOR MANAGEMENT / USE OF FORCE (P/V)

1. DEMONSTRATE THE USE OF BEHAVIOR MANAGEMENT AND CONTROL TECHNIQUES IN THE ETHICAL AND RIGHTFUL APPLICATION OF FORCE AND IN THE PROCESS OF TAKING INDIVIDUALS INTO CUSTODY.

## G. PRESERVATION OF HUMAN LIFE (V)

1. DEMONSTRATE THE APPLICATION OF LIFE SAVING PROCEDURES AND AN APPRECIATION FOR THE PRESERVATION OF HUMAN LIFE AS THE ASCENDANT POLICE RESPONSIBILITY.

## H. TECHNICAL ABILITIES – USE OF FORCE (P)

1. DEMONSTRATE THE TECHNICAL ABILITY TO CONTROL AND MANAGE THE USE OF LETHAL AND NON-LETHAL FORCE, WITHIN THE CONSTRAINTS OF PROFESSIONAL ETHICS, ADMINISTRATIVE POLICIES AND THE LAW.

## I. CONDUCTING PATROL RELATED ACTIVITIES (C)

1. DEMONSTRATE THE TECHNICAL CAPACITY TO EFFECTIVELY CONDUCT POLICE EMERGENCY RESPONSES, PATROL ASSIGNMENTS, CRIME SCENE MANAGEMENT AND PRELIMINARY INVESTIGATIONS, AND OTHER PATROL RELATED INVESTIGATION DUTIES.

## J. OPERATING EMERGENCY EQUIPMENT (C/P)

1. DEMONSTRATE THE TECHNICAL SKILLS TO EFFECTIVELY OPERATE POLICE EMERGENCY EQUIPMENT AND VEHICLES.

## INSTRUCTIONAL METHODS:

CLASSROOM LECTURE  
DISCUSSION  
ROLE PLAY

## HANDOUTS:

STUDENT GUIDE

## COURSE DURATION:

2 HOURS

## CURRICULUM REFERENCES:

NONE

## SAFETY CONSIDERATION:

NONE

EQUIPMENT, PERSONNEL, AND SUPPLIES NEEDED:

COMPUTER, AUDIO AND VISUAL AIDS;  
WHITEBOARD

TARGET AUDIENCE:

NEW MEXICO LAW ENFORCEMENT CADETS  
AND RECRUITS

COURSE PREREQUISITES:

NONE

INSTRUCTOR CERT.:

GENERAL POLICE; NMLEA STAFF INSTRUCTOR

INSTRUCTOR RATIO:

1 / 40-60

EVALUATION STRATEGY:

NEW MEXICO LAW ENFORCEMENT  
CERTIFICATION EXAM

AUTHOR & ORIGINATION DATE:

REVISION / REVIEW DATE(S):

29 Jan 2014

REVISED / REVIEWED BY:

NMLEA INSTR

## COURSE LEVEL DEFINITIONS

- 100 LEVEL: BASIC LEVEL - FOUNDATIONAL BLOCK OF INSTRUCTION. PRE-REQUISITE TO ALL HIGHER LEVEL COURSES.
- 200 LEVEL: INTRODUCTORY LEVEL. REQUIRES COMPLETION OF PRE-REQUISITE COURSE(S). [ONE OR MORE 100 LEVEL COURSE(S)]
- 300 LEVEL: INCUMBENT LEVEL. REQUIRES COMPLETION OF PRE-REQUISITE COURSE(S). [ONE OR MORE 200 LEVEL COURSE(S)]
- 400 LEVEL: ADVANCED LEVEL. REQUIRES COMPLETION OF BASIC ACADEMY AND POSSIBLY PRE-REQUISITE COURSE(S)

## CLASSIFICATION OF LEARNING OBJECTIVE

(C): COGNITIVE BASED LEARNING OBJECTIVE

(P): PSYCHOMOTOR BASED LEARNING OBJECTIVE

(C/P): BOTH COGNITIVE AND PSYCHOMOTOR BASED LEARNING OBJECTIVE

(V): VALUE BASED LEARNING OBJECTIVE

(Emphasizing Sacred Trust the community has placed in the hands of the law enforcement officer, addresses related professional conduct and respect for rights of citizens. All lesson plans must contain at least one value based learning objective.)



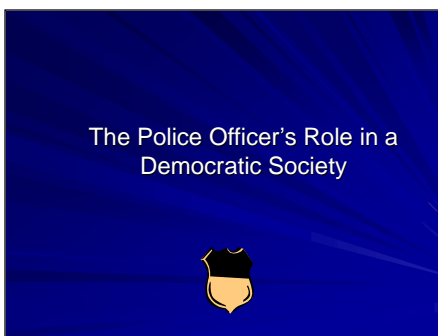




## I OVERALL ACADEMY OBJECTIVES

### INSTRUCTOR NOTES:

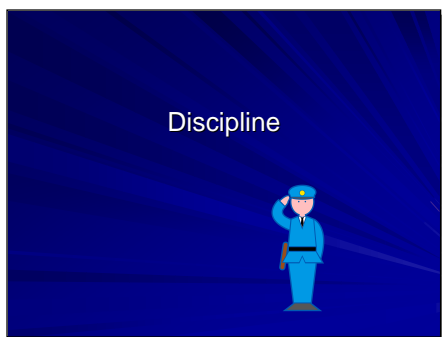
1. INTRODUCE SELF
2. INTRODUCE COURSE OF INSTRUCTION
3. INFORM CLASS OF HOUSE RULES; CELL PHONES ETC.
4. BEGIN CLASS WITH AN OVERVIEW OF THE GOAL AND OBJECTIVES
5. UPON COMPLETION ENSURE GOALS AND OBJECTIVES WERE COVERED
6. SOLICIT QUESTIONS AND/OR COMMENTS



### A. The Police Officer's Role in a Democratic Society

1. By the end of the academy, we expect that the student will be able to demonstrate an understanding of the police officer's role in a democratic society.
2. This will include consideration of:  
The scope of local rules and regulations
  - a) Concerns for the ethical and rightful use of authority and police powers including discretion and problem solving techniques
  - b) An appreciation for the human values and interactions that bring the police and the community together in matters of crime prevention, law enforcement and maintenance of order
3. This instruction will be a portion of the Introduction to Law Enforcement block of instruction.

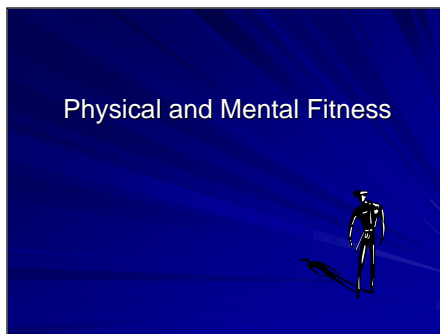
INSTRUCTOR NOTES:

**B. Discipline**

1. By the end of the academy, we expect that the student will be able to demonstrate an understanding of discipline.
2. This will include consideration of:
  - a) Professional discipline
  - b) Personal self-discipline
  - c) An awareness of self, and an application of these concepts in relation to assertiveness, confidence of action, and use of authority.
3. One of the most critical tasks, this instruction will be reinforced in a portion of nearly every block of instruction.

INSTRUCTOR NOTES:

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**C. Physical and Mental Fitness**

1. By the end of the academy, we expect that the student will be able to demonstrate personal and professional fitness.
2. This will be accomplished through a regime of self-assessment, physical fitness and emotional balance to assist in adjusting to the many pressures confronted by police officers in the performance of their duties.
3. This instruction will be a portion of the Physical and Emotional Readiness block of instruction.

INSTRUCTOR NOTES:

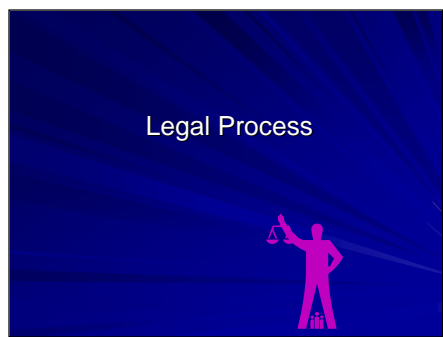
INSTRUCTOR NOTES:

**D. Communications Skills**

1. By the end of the academy, we expect that the student will be able to demonstrate an understanding of and a facility for using communications skills.
2. This will include:
  - a) Interpersonal techniques
  - b) Communications and listening skills
  - c) Other techniques for providing direction and constructive feedback.
3. This instruction will be a portion of the Human Relations block of instruction.

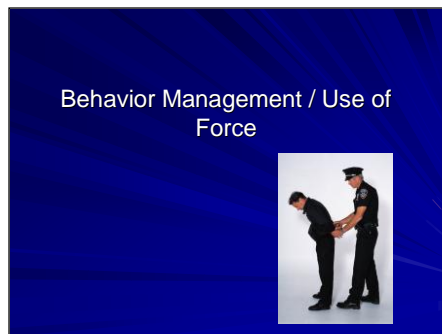
INSTRUCTOR NOTES:

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**E. The Legal Process**

1. By the end of the academy, we expect that the student will be able to demonstrate an understanding and appreciation of the legal process.
2. This will include:
  - a) Criminal, civil and traffic code enforcement
  - b) A capacity to analyze citizen problems
  - c) Apply the appropriate legal and administrative remedies
  - d) Maintain the legal rights and dignity of the citizen.
3. This instruction will be a portion of the Introduction to Law Enforcement, Patrol Procedures and Operations, Criminal Investigations, and especially the Laws and Procedures blocks of instruction.

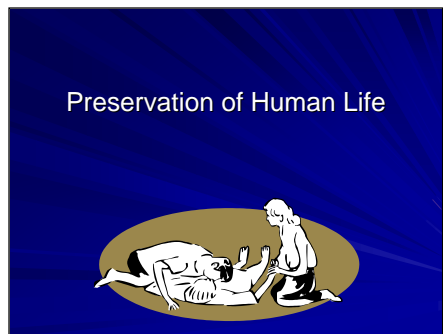
**INSTRUCTOR NOTES:****INSTRUCTOR NOTES:**

**F. Behavior Management in the application of force and Custody Control**

1. By the end of the academy, we expect that the student will be able to demonstrate proper techniques for taking persons into custody:
  - a) Use of behavior management and control techniques
  - b) Ethical and rightful application of force.
2. This instruction will be a portion of the Crisis Management, Defensive Tactics and Handling Arrested Persons blocks of instruction.

INSTRUCTOR NOTES:

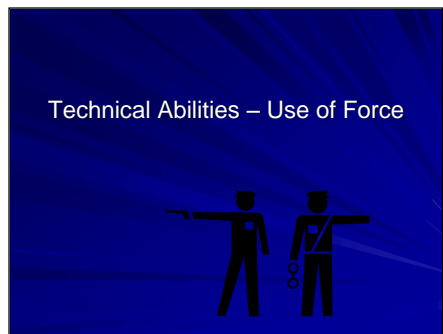
INSTRUCTOR NOTES:

**G. Preservation of Human Life**

1. By the end of the academy, we expect that the student will be able to demonstrate:
  - a) The application of life saving procedures
  - b) An appreciation for the preservation of human life as the ascendant police responsibility.
2. The technical competency instruction will be a portion of the First Aid and CPR blocks of instruction, but the underlying issue of the appreciation for human life will be reinforced throughout the academy.

INSTRUCTOR NOTES:

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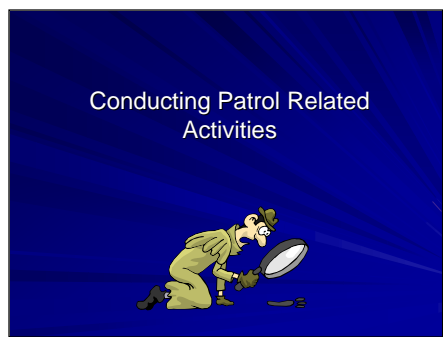
## H. Technical Abilities in the Application of Force

1. By the end of the academy, we expect that the student will be able to demonstrate the technical ability to control and manage the use of force.
2. This will include:
  - a) Lethal force
  - b) Non-lethal force
  - c) Both will be instructed within the constraints of professional ethics, administrative policies and the law.
3. This instruction will be a portion of the Use of Force, Defensive Tactics and Handling Arrested Persons blocks of instruction.

INSTRUCTOR NOTES:

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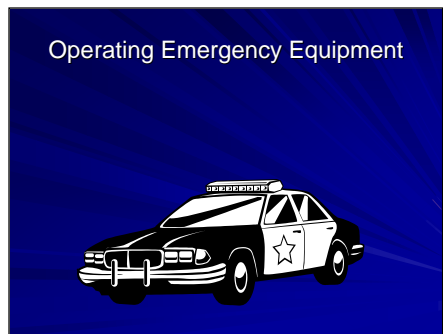


**I. Conducting Patrol Related Duties**

1. By the end of the academy, we expect that the student will be able to demonstrate the technical capacity to effectively conduct police patrol duties.
2. These include:
  - a) Emergency responses
  - b) Patrol assignments
  - c) Crime scene management
  - d) Preliminary investigations
  - e) Other patrol related investigation duties.
3. This instruction will be a portion of the Patrol Procedures and Operations block of instruction, but all of the blocks of instruction reinforce the technical capacity in one form or another.

INSTRUCTOR NOTES:

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## J. Operating Emergency Equipment

1. By the end of the academy, we will expect that the student will be able to demonstrate the technical skills to effectively operate police emergency equipment and vehicles.
2. This instruction will be a portion of the Emergency Vehicle Operations block of instruction

INSTRUCTOR NOTES:

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## INSTRUCTOR NOTES:

**SUMMARIZE**

- A. The goal of this course was to be a brief overview of the expectations of knowledge and ability within the graduating law enforcement academy student.**
1. These are the overall academy objectives. Each individual block of instruction will have a set of its own objectives.
  2. Everything that you do at the academy, and everything that you are tested on has something to do with these objectives.
- B. This course is intended to show, in concise form, the NMLEA Board expectations for competency as a law enforcement officer.**
1. Successful completion of all the academy objectives will lead the student one step closer to certification as a New Mexico law enforcement officer.

## INSTRUCTOR NOTES:

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**LESSON PLAN (I-B) – Overall Academy Objectives**  
**Test Items**

(LO IB1) 1. The police officer's role in a democratic society includes all but one of the following:

- a. Working within the scope of local rules and regulations
- b. The ethical and rightful use of authority and power
- c. Discretion
- d. Graft
- e. Problem-solving

3. Appreciation for human values:

- a. Brings the police and the community together
- b. Is not taught at the law enforcement academy
- c. Is a civil function of the police
- d. All of the above
- e. b and c

(LO IB2) 3. Keeping self-discipline relates to:

- a. Professional discipline
- b. Statutory discipline
- c. Personal discipline
- d. a and b
- e. a and c

4. Questions as to over-assertiveness and the abuse of authority relate to an officer's:

- a. General knowledge of the law
- b. Time on the street
- c. Height and weight
- d. Professional and personal self-discipline
- e. Shift assignment

(LO IB3) 5. Personal fitness is both:

- a. Physical and Aerobic
- b. Anaerobic and Physiological
- c. Physiological and Emotional
- d. Mental and Psychological
- e. Physical and Emotional

6. A regime of self-assessment, physical fitness and emotional balance is important:

- a. Because agencies often offer fitness bonuses.
- b. Because it helps the officer adjust to the pressures of the job.
- c. As medication is to adjust to the pressures of the job.
- d. As vacations are to adjust to the pressures of the job
- e. Because a fit person is guaranteed to live longer.

(LO IB4) 7. Providing direction to another person often calls for skills in:

- a. Interpersonal techniques
- b. Verbal communications
- c. Listening
- d. b and c
- e. a, b and c

8. Constructive feedback is an example of all but the following:

- a. "This looks like a good start"
- b. "Have you also considered...."
- c. "I believe that I need to give you clearer instructions on this."
- d. "This is not what I wanted."
- e. All of the above

(LO IB5) 9. Analyzing citizen problems requires an understanding of:

- a. Criminal, Moral and Civil law
- b. Traffic, Moral and Civil law
- c. Federal, Civil and Criminal law
- d. Criminal, Civil and Traffic law
- e. Federal, Tort and Criminal law

10. Enforcing the law must include recognition of the:

- a. Legal rights and dignity of the citizen
- b. Legal rights of the officer
- c. Letter of the law, without discretion
- d. Chance of a successful prosecution
- e. Special rights afforded some citizens

(LO IB6)11. While taking persons into custody, it is important to remember that control refers to the:

- a. Physical control an officer has over the arrestee
- b. Behavioral control an officer has over an arrestee
- c. Civil control an officer has over an arrestee
- d. a and b
- e. a and c

12. When taking a suspect into custody, any application of force must not only be legally correct, it must be:

- a. Quick
- b. A surprise
- c. Ethical
- d. Administered the same way to all persons
- e. In self-defense

(LO IB7)13. Preservation of human life:

- a. Is the responsibility of EMS
- b. Is just as important as protecting property
- c. Is maintained in a secure fashion in the evidence locker.
- d. Is the first responsibility of all law enforcement officers
- e. Is a secondary consideration to maintaining order

14. Life-saving procedures include:

- a. Evidence Collection and Defensive Tactics
- b. First Aid and CPR
- c. Bleeding and Choking
- d. The Heimlich Maneuver and Firearms
- e. Driving and Mouth-to Mouth Resuscitation
- f.

(LO IB8)15. The decision to use lethal or non-lethal force depends upon:

- a. Whether it's a clear shot
- b. An administrative policy and the law
- c. The lack of an administrative policy
- d. The law, an administrative policy, and professional ethics
- e. Later justification

16. The technical ability to apply force:

- a. Is as important as the later justification to apply it
- b. Is not as important as the justification to apply it
- c. Is worthless without the knowledge of when to rightfully and ethically apply it
- d. Is an administrative policy matter
- e. Is an abuse of Police discretion

(LO IB9) 17. Mapping a crime scene, conducting investigations, and collecting evidence is an indicator of:

- a. An individual officer's technical capacity
- b. An individual officer's academic capacity
- c. An individual officer's promotional capacity
- d. An individual officer's years of service
- e. An individual officer's superior equipment

18. The initial response, scene management and preliminary investigations at a crime are usually the:

- a. Responsibility of the Crime Lab
- b. Responsibility of the Detectives
- c. Responsibility of the Shift Sergeant
- d. Responsibility of the Patrol Officer
- e. Responsibility of the OMI

(LO IB10)19. Emergency vehicles:

- a. Are operated exclusively by the Fire Department
- b. Are operated exclusively by EMS
- c. Are operated exclusively by the Police
- d. All of the above
- e. None of the above

20. Operating an emergency vehicle is a:

- a. Natural skill
- b. Academic skill
- c. Unusual event
- d. Technical skill
- e. Dangerous skill

**LESSON PLAN (I-B) – Overall Academy Objectives****Test Answers**

- (LO IB1) 1. The police officer's role in a democratic society includes all but one of the following:
- a. Working within the scope of local rules and regulations
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  - e. Problem-solving
2. Appreciation for human values:
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  - b. Is not taught at the law enforcement academy
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  - d. All of the above
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- (LO IB2) 3. Keeping self-discipline relates to:
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4. Questions as to over-assertiveness and the abuse of authority relate to an officer's:
- a. General knowledge of the law
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  - e. Shift assignment
- (LO IB3) 5. Personal fitness is both:
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6. A regime of self-assessment, physical fitness and emotional balance is important:

- a. Because agencies often offer fitness bonuses.
- b. Because it helps the officer adjust to the pressures of the job.
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- a. Interpersonal techniques
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- d. b and c
- e. **a, b and c**

8. Constructive feedback is an example of all but the following:

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## **COURSE AUDIT**

PRIMARY INSTRUCTOR:

SECONDARY INSTRUCTOR:

SUPPORT STAFF (i.e.: Scenario Managers, Role Players, etc):

DATE(S)/ TIME(S) OF INSTRUCTION:

LOCATION OF INSTRUCTION:

RECOMMENDED CURRICULUM CHANGES: Identify inaccurate information, outdated information, new information to be added to update material, etc. (Use additional pages if necessary)

**COURSE AUDIT** (Continued)

ADDITIONAL INSTRUCTOR COMMENTS: (If any portion of the course content was not presented, indicate the specific content here)

If course content other than the NMDPS TRD approved Basic or PST academy curriculum is taught, the alternative curriculum must be submitted to the Law Enforcement Academy Deputy Director's office and approved prior to delivery of the alternative instructional materials.

☐ Alternative curriculum was taught.

Accreditation number of alternative curriculum:

	SIGNATURE	DATE
Primary Instructor	<input type="text"/>	<input type="text"/>
Reviewed by Program Coordinator	<input type="text"/>	<input type="text"/>
Reviewed by Bureau Chief	<input type="text"/>	<input type="text"/>
Reviewed by LEA Director or Designee	<input type="text"/>	<input type="text"/>